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|  | | **Year 10**  **Creative Response and Commentary** | | | | | |
|  | | Name: | | | | | |
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| ***Produce a creative response  and commentary to ‘Macbeth’ .*** |  | | **DESCRIPTOR: typical performance in each range** | | | | |
| **Ungraded**  **< 12** | | **Very low**  12-14 | **Low**  15-17 | **Medium**  **18-23** | **High**  **24-26** | **Very high**  **27-30** |
| Little to no understanding of the original text with minimal to no reference to moments, characters and themes from the text | | Limited understanding of the original text through reference to moments, characters and themes from the text. | Some understanding of the original text through reference to moments, characters and themes from the text. | Satisfactory understanding of the original text through considered selection of key moments, characters and themes worthy of exploration. | Thorough understanding of the original text through thoughtful selection of key moments, characters and themes worthy of exploration. | Sophisticated and complex understanding of the original text through insightful selection of key moments, characters and themes worthy of exploration. |
| Little to no development of style by b using language and literary devices, with minimal to no consideration of the original text | | Limited development of style by using language and literary devices, with little consideration of the original text. | Some development of style by using language and literary devices to generate responses, with some consideration of the original text. | Clear development of voice and style by transforming and adapting language and literary devices to generate responses, with appropriate consideration of the original text. | Considered development of voice and style by competently transforming and adapting language and literary devices to generate particular responses, with strong consideration of the original text. | Sustained development of voice and style by skilfully transforming and adapting language and literary devices to generate particular responses, with insightful consideration of the original text. |
| Written language that shows minimal to no control of conventions | | Written language that shows limited control of conventions. | Mostly clear written or oral language that employs some conventions to attempt stylistic effect. | Generally fluent and coherent written or oral language that employs the appropriate use of conventions for stylistic effect. | Expressive, fluent and coherent written or oral language that employs the appropriate and accurate use of conventions for stylistic effect. | Highly expressive, fluent and coherent written or oral language that employs the skilful and accurate use of appropriate conventions for stylistic effect. |
| Little to no justification of decisions related to content and approach made during the creative process with minimal to no reference to the original text and purpose, audience and context. | | Limited justification of decisions related to content and approach made during the creative process with some reference to the original text and purpose, audience and context. | Some justification of decisions related to selected content and approach made during the creative process, demonstrating tenuous connections to the original text and some understanding of purpose, audience and context. | Sound justification of decisions related to selected content and approach made during the creative process, demonstrating solid connections to the original text and understanding of purpose, audience and context. | Thorough justification of decisions related to selected content and approach made during the creative process, demonstrating relevant connections to the original text and clear understanding of purpose, audience and context. | Insightful justification of decisions related to selected content and approach made during the creative process, demonstrating meaningful connections to the original text and complex understanding of purpose, audience and context. |

Comments and Suggestions: